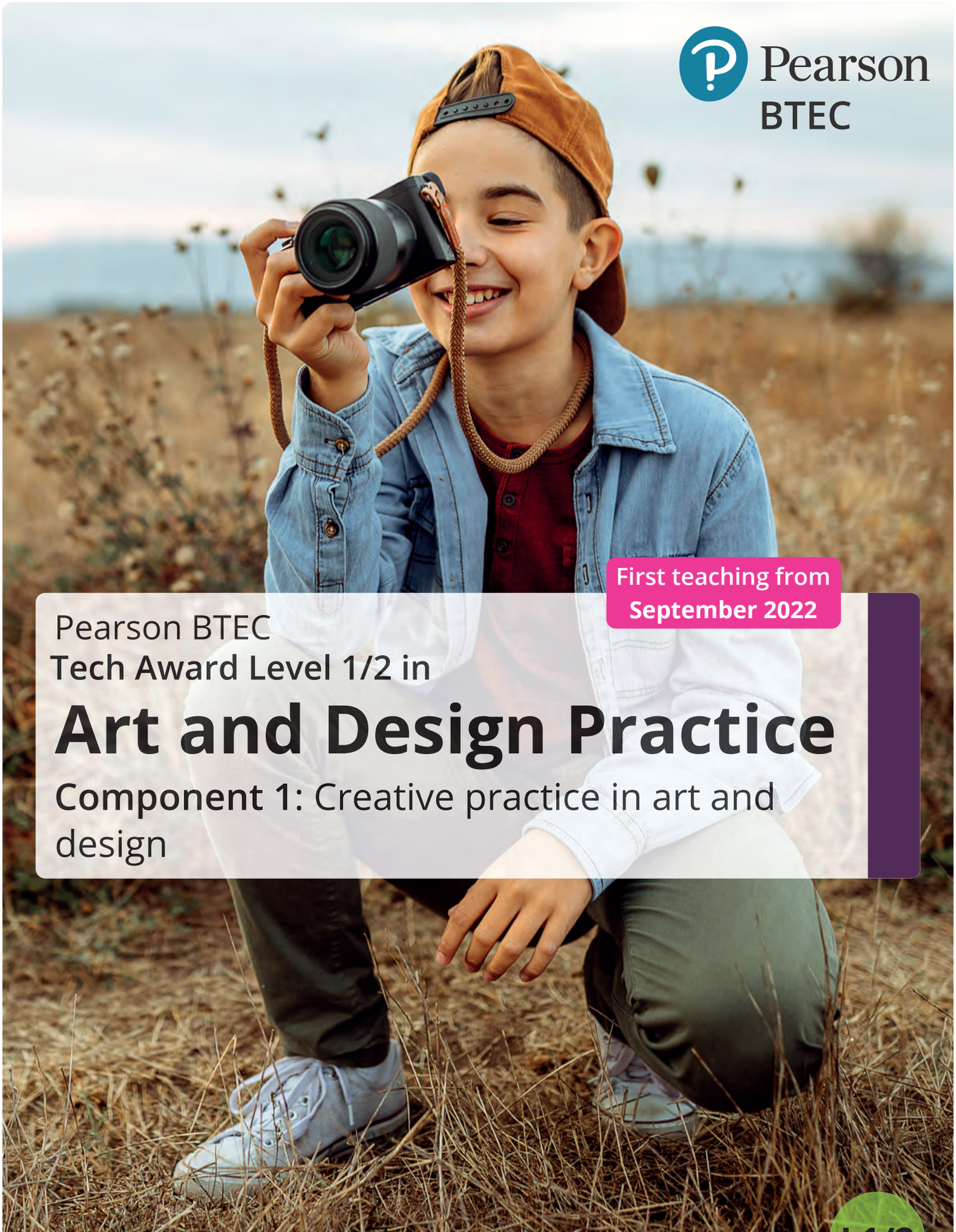

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Art and Design Practice

Component 1: Creative practice in art and design

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice

Pearson-set Assignment – Sample

Component 1: Creative Practice in Art and Design

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice Pearson-set Assignment for Component 1: Creative Practice in Art and Design Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
Wording added to Specific Guidance section to clarify that evidence can be submitted as a digital folder and/or physical portfolio or collection of work.	Page 8

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Introduction

The key purpose of this assessment is for learners to demonstrate their use of research, practical investigation and understanding of how artists and designers produce work for a specific purpose to generate and record ideas. Learners will demonstrate their use of practical art and design skills and creative development processes to create and present work which communicates their creative intentions.

The assignment for this component consists of four tasks.

- In response to Task 1, learners will undertake a thorough investigation into a theme to inform work.
- In response to Task 2, based on the investigation, learners will use different methods to generate a range of ideas in response to the brief.
- In response to Task 3, learners will explore and experiment with a wide range of materials, techniques, processes and creative solutions to develop and refine work and produce outcomes.
- In response to Task 4, learners will select and organise work from their project to produce a portfolio or collection of work that communicates their creative process and outcome(s).

This assessment will be offered once a year. The timing of the assessment is 20 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The level of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The hours stated for completion of each task in the set assignments refer to formally supervised hours. During formally supervised sessions, learners must work independently and cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet for the purposes of research and/or to enable the use of software that relies on connection to the internet, but this must be monitored by the teacher.

Learners may conduct certain informative or practical activities outside of the classroom environment where it is not possible to do them in class, such as visiting/documenting off-site locations or events or conducting interviews. They may bring the resulting materials into the supervised assessment. These materials must be checked to ensure they do not contain any pre-prepared responses or outcomes to tasks and must be authenticated as the learner's own work. This may be done through meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.

Instructions to learners

You should read carefully the information given in the vocational context and each task section of this assignment before starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 20 supervised hours to complete.

This is divided into approximately:

- 3 hours to complete Task 1
- 6 hours to complete Task 2
- 8 hours to complete Task 3
- 3 hours to complete Task 4.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next. You can spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work must be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. The teacher cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

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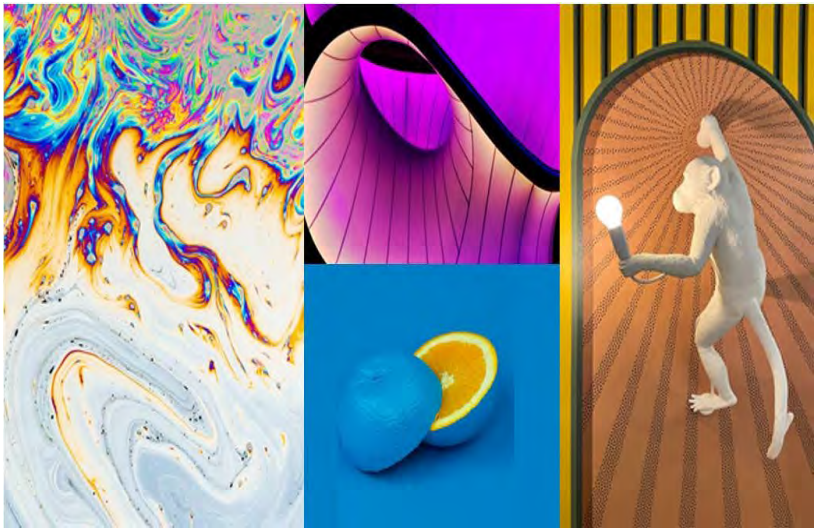
Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice
Component number and title	**1:** Creative Practice in Art and Design
Write your name here (Surname, Name)	
Completion time for assignment	20 hours
Submission deadline	
Academic year	Sample assignment

Resources needed	• An art and design studio or working space. • A range of art and design materials as relevant to the programme being delivered, with appropriate safety equipment. • Storage facilities for keeping work safe between sessions. • Access to a library and/or internet resources for learners to carry out underpinning research. • Resources for recording and evidencing work, such as cameras and printers if required.

Vocational context	*An organisation sponsoring and promoting innovation is creating a touring exhibition* based on the theme **Hybrid**, displaying art and design work which combines objects, forms, technologies or ideas in new ways and for different purposes. *Their aim is to promote the idea of innovation through the exhibition of creative work* in response to the theme **Hybrid**. *The organisation is holding an open competition for submissions of work* in any art and design form that relates to the theme. The theme **Hybrid** is commonly found in art and design work where different ideas, forms, materials, processes, technologies, products and cultures have been imaginatively combined. Use this as a starting point to develop and create an outcome or outcomes that reflect the theme. 

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Task 1	**Investigation** You will need to undertake a thorough investigation into the theme 'Hybrid'. The results of this research will inform all your work for this project. Your investigation should include: • research into the work of artists and designers related to the theme. You should explore the formal elements, properties of materials, design principles, techniques and processes they have used • primary and secondary research into the theme • initial practical responses to your research, testing how others have worked and exploring materials, techniques and processes • annotation reflecting on your research and progress on the brief.
Suggested evidence	Record all your investigations in an appropriate format, such as a sketchbook, worksheets or blog, including: • research into artists and designers • primary and secondary research • initial practical responses • reflection.
Supervised hours to complete the task	Learners would need approximately 3 hours to complete Task 1.

Task 2	**Ideas generation** Based on your investigation into the theme and relevant artists and designers, you must develop your own ideas for the brief. You should use different methods to generate a range of ideas. These can include: • brainstorming • mind mapping • mood boards • visual methods • experimentation with materials, techniques and processes. You will need to record your ideas generation.
Suggested evidence	Records of all your ideas generation, such as: • photographs, images or information • sketches, drawings, silhouette • layout, wireframe, diagram • rough drafts • models, maquettes, toile • annotated practical work.
Supervised hours to complete the task	Learners would need approximately 6 hours to complete Task 2.

Task 3	**Development and creation** To develop your final outcome(s) you will need to explore and experiment with a wide range of materials, techniques and processes. Try out different alternatives and test possible creative solutions. This will help you develop and refine your work. To do this you should: • review and evaluate research, ideas and progress so far • select and apply specialist practical skills to manipulate materials, techniques and processes • produce final outcome(s) in response to the brief.
Suggested evidence	Records of the development and refinement of ideas and work, such as: • tests, prototypes, drafts, samples, roughs, toiles • photographs or drawings • screen recordings, screenshots or printouts • annotated practical work • final outcome(s) • presentations with speaker notes or recordings.

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Supervised hours to complete the task	Learners would need approximately 8 hours to complete Task 3.

Task 4	**Presentation** You will need to present your work in a logical format which shows the strengths and qualities of your creative response. You should communicate your creative process and outcome(s) by recording and organising the work you have produced in response to the tasks. Your portfolio or collection of work should include selected evidence of: • investigation • ideas generation • selection, development, creation and refinement • creative outcome(s).
Suggested evidence	Digital and/or physical portfolio or collection of your work.
Supervised hours to complete the task	Learners would need approximately 3 hours to complete Task 4.

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 20 supervised hours to complete. This is divided into approximately: • 3 hours to complete Task 1 • 6 hours to complete Task 2 • 8 hours to complete Task 3 • 3 hours to complete Task 4. These timings are for guidance only but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder and/or physical portfolio or collection of work per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

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Opportunity to contextualise this assignment	You are permitted to adapt the vocational context of the Pearson-set brief in order to make it more relevant and accessible to your learners (e.g. their specialist practices, the local area). The portions of the context which can be adapted are indicated with *italics*. **The theme set by Pearson must be retained.** If adapting the brief, you must ensure that changes do not alter the requirement for learners to demonstrate their knowledge, understanding and skills in: • using research processes • generating and communicating ideas • applying technical skills through development and review of work • recording and communicating development of ideas, work and outcome(s). **Adaptations must:** • retain a vocational context – this might be an event (e.g. a festival, a campaign) and/or a purpose (e.g. to inform, to entertain, to raise awareness) • provide equal accessibility to all learners covering all technical specialisms, allowing them to address the brief in an individual way • change for each assessment window, ensuring that the same work could not be applied to more than one brief or assessment • not affect the degree of demand of the brief or provide any additional direction to learners • not affect the time within which the assessment must be completed (unless as part of a Reasonable Adjustment or for the purposes of Special Consideration).
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	**For the duration of the assignment:** • all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity • work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose • guidance or support can be given to learners only in order to clarify: o the requirements of tasks o the evidence they need to produce o any resources they are allowed to access • learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks • learners must not be given any support or feedback in writing or editing notes • learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding • any permitted group or collaborative work must be clearly defined • appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops. **Maintaining security during formal supervision** • Any work learners produce under supervision must be kept securely between sessions and during breaks. • Designated assessment areas must only be accessible to the learner and to named members of staff. • Learners can only have access to their work under supervision. • Only permitted materials can be brought into the supervised assessment and no materials should be removed.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the set assignment is distributed they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed, including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners will produce their own evidence. Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in the appendix of the specification. **Using a 'best fit' approach to marking the assignments** In applying the marking grid: • Assessors are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • After placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Use investigation and experimentation processes in art and design practice				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited application of investigation methods using superficially relevant primary and secondary sources. Practical responses to the work of others, showing basic understanding of how they communicate visually,	Adequate application of sufficient investigation methods using some relevant primary and secondary sources. Practical responses to the work of others, showing adequate understanding of how they communicate visually.	Competent application of appropriate investigation methods using mostly relevant primary and secondary sources. Practical responses to the work of others, showing clear understanding of how they communicate visually.	Confident application of a range of effective investigation methods using focused and pertinent primary and secondary sources. Practical responses to the work of others, showing in-depth understanding of how they communicate visually.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited use of practical experimentation showing a tentative awareness of how art and design, materials, techniques and processes can be used to communicate.	Adequate use of practical experimentation showing some awareness of how art and design, materials, techniques and processes can be used to communicate.	Competent use of practical experimentation showing a clear understanding of how art and design materials, techniques and processes can be used to communicate.	Effective use of practical experimentation showing a thorough understanding of how art and design materials, techniques and processes can be used to communicate.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome B: Generate and communicate art and design ideas				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Limited generation, recording and communication of ideas that are superficially informed by investigation, showing basic exploration of limited creative opportunities in relation to the brief.	Adequate generation, recording and communication of ideas that are partially informed by investigation, showing sufficient exploration of some creative opportunities in relation to the brief.	Competent generation, recording and communication of ideas that are mostly informed by investigation, showing clear exploration of a range of creative opportunities in relation to the brief.	Confident generation, recording and communication of ideas and intentions that are thoroughly informed by investigation, showing in-depth exploration of a broad range of creative opportunities in relation to the brief.
Learning outcome C: Develop practical skills through application and review				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Selection of materials, techniques and processes shows limited consideration and has superficial relevance to creative intentions.	Adequate and partially informed selection of materials, techniques and processes that have some relevance to creative intentions.	Appropriate and clearly informed selection of materials, techniques and processes that are mostly relevant to creative intentions.	Effective and thoroughly informed selection of materials, techniques and processes that are pertinent to creative intentions.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Adequate practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Competent practical skill in applying and manipulating materials, techniques and processes shown through outcomes.	Confident practical skill in applying and manipulating materials, techniques and processes shown through outcomes.

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Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic application of development and review processes leading to limited refinement of work and achievement of intentions in response to the brief.	Adequate application of development and review processes leading to sufficient refinement of work and achievement of intentions in response to the brief.	Competent application of development and review processes leading to clear refinement of work and achievement of intentions in response to the brief.	Thorough application of development and review processes leading to effective refinement of work and achievement of intentions in response to the brief.
Learning outcome D: Record and communicate skills development				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Presentation is inconsistent, showing limited consideration of how to communicate the strengths and qualities of their work.	Presentation is partially coherent, showing sufficient consideration of how to communicate the strengths and qualities of their work.	Presentation is coherent, showing clear consideration of how to communicate the strengths and qualities of their work.	Presentation is cohesive and effective, showing in-depth consideration of how to enhance the strengths and qualities of their work.

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